

HEALTH AND HEALTH CARE IN CROSS- CULTURAL PERSPECTIVE
HLTH AGE 4DO3: Fall 2017 (Term I)

Instructor: Professor Lydia Kapiriri
Class Meets: Tuesday 11:30am- 2:30pm

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Class Location: GSB 101

Course Description

Culture is one of the determinants of health. People's understanding and experiences of health, illness and health care are greatly influenced by their cultural beliefs; and culture informs the construction of the health and social systems that respond to people's health needs. Hence, the critical understanding of the intersection between culture and health, and the complexities of culture is relevant to the development of any effective health program. Using the concept of culture as an integral framework for understanding people's health behaviors, this course discusses the cultural role of institutions and healers, construction of health risks and the moral dimensions of cultural beliefs and the impact these may have on influencing health behavior. Since culture permeates several areas of our daily lives, this seminar will build on students' lived experiences and examples from the local and global community, to learn how the concepts they have learned could be applied to real-life situations.

The learning modes will predominantly comprise of brief introductory overviews, group discussions and class presentations.

COURSE OBJECTIVES

1. To understand the key notions and complexities of culture, its diversity, pluralism and how it intersects with health.
2. To examine the concepts, and tools that are used in examining the relationship between culture and health.
3. Apply the theoretical concepts to critically analyze the approaches used in current public health practices.
4. Through reflecting on their own cultural lens, foster cultural awareness for future health researchers and practitioners.

REQUIRED TEXT

1. Edberg M. (2013) Essentials of Health, Culture, and Diversity. Understanding people, reducing disparities. Jones & Bartlett Learning, LLC. Burlington, MA
2. The electronic copies of all other required readings (i.e., scholarly journal articles) are available on the Mac library system

COURSE EVALUATION

1. Class participation and attendance: 25%
2. Introspective Reflection paper: 20%
3. Response paper: 15%
4. Final Essay: 40%

Details in Appendix 1

ASSIGNMENT SUBMISSION

You should adhere to the following criteria for assignment preparation:

1. All assignments must include a **title page** with all relevant course information, adhere to the page limits specified, be formatted with 12 pt. font and standard margins, and be stapled;
2. The citations and references in all assignments (if applicable) must use **APA style**;
3. Ensure clarity and always proof read your assignment before submission.

LATE PENALTY POLICY

DEADLINES ARE FIRM. Assignments are to be submitted in class on, or before, the due date indicated. All assignments must be completed in order to pass the course. A **3% reduction** will be applied **each day** (i.e., Monday - Sunday) after the due date. Weekends will be treated as one day late. Assignments that are not submitted within a week after the due date will automatically receive a grade of zero. Late assignments should be submitted to Lori Ewing (KTH-226) where they will be date/time stamped. Please note that no extensions will be permitted for reasons other than a documented illness. If you are unable to hand in a paper because of illness, please consult with the Dean's Office.

ACADEMIC DISHONESTY

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

RETENTION OF WORK

I require that students keep **ALL** of their rough work for their essays and be able to produce this material on 24 hours' notice. In some cases, I will ask for this material to be submitted with your assignments. This includes rough notes, early drafts, etc. This is partly a protection for you. If there is any doubt over the grade assigned on a project, or if you decide to appeal a grade or if you happen to be accused of plagiarism, this work can provide a basis for settling the issue. Without it, you may not be given the benefit of the doubt. With it, the issue is easily resolved. You should keep this material until you have been notified of your grade for the course and decided that you are not going to appeal any grades. If you are using a word-processor, keep both your rough notes and early drafts.

Please note:

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

CLASS SCHEDULE

DATE	TOPIC	READINGS
Week 1 Sept 5 th	Self-reflection assignment	Check Avenue to learn for the assignment you will complete for next week.
Week 2 Sept 12 th	Course Introduction And self - reflection	<ol style="list-style-type: none"> 1. Course overview/ Review of assignments, Readings and Expectations. 2. Understanding own culture: <ul style="list-style-type: none"> • Self- assessment tools and reflection
Week 3 Sept 19 th	Defining culture and Health: Concepts, rationale and complexity	Textbook, Chapters 1 & 2 <ol style="list-style-type: none"> 1) Gregg, J., & Saha, S. (2006). Losing culture on the way to competence: The use and misuse of culture in medical education. <i>Academic Medicine</i>, 81, 542-547. 2) Foronda, C. L. (2008). A concept analysis of cultural sensitivity. <i>Journal of Transcultural Nursing</i>, 19, 207-212
Week 4 Sept 26 th	Cultural Health systems	Textbook, Chapter 3 <ol style="list-style-type: none"> 1) Foster GM. 1976. "Disease Etiologies in Non-Western Medical Systems." <i>American Anthropologist</i> 78:773-82. 2) Häuser, W., Hansen, E., & Enck, P. (2012). Nocebo Phenomena in Medicine: Their Relevance in Everyday Clinical Practice. <i>Deutsches Ärzteblatt International</i>, 109(26), 459-465. http://doi.org/10.3238/arztebl.2012.0459
Week 5 Oct 3 rd	Cultural systems of psychology and mental health	Textbook, Chapter 4 <ol style="list-style-type: none"> 1) George E.V Positive mental health: is there a cross-cultural definition? <i>World Psychiatry</i>. 2012 Jun; 11(2): 93-99 2) Dominguez de Ramirez R, and Shapiro ES. 2005. "Effects of Student Ethnicity on Judgments of ADHD Symptoms among Hispanic and White Teachers." <i>School Psychology Quarterly</i> 20(3): 268-287. 3) Sotero, M. 2006. "A Conceptual Model of Historical Trauma: Implications for Public Health Practice and Research." <i>Journal of Health Disparities and Research Practice</i> 1(1): 93-108. <p style="text-align: center;">Reflection paper due in Class</p>
Week 6 Oct.9 th - 13 th	Recess	
Week 7 Oct 17 th	The relationship of etiology to morality in	Textbook, Chapter 5 <ol style="list-style-type: none"> 1) Mshana, G., Plummer J., Wamoyi, ZS. Shigongo, DA., Ross D. Wight (2006) " She was bewitched and caught an illness similar to AIDS" AIDs and sexually transmitted infection causation beliefs in

	Cultural beliefs and practices related to health	<p>rural northern Tanzania. <i>Culture, health and sexuality</i> 8 (1): 45- 58.</p> <p>2) Corrigan,p.w. & Watson a.c. Understanding the impact of stigma on people with mental illness http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1489832/pdf/wpa010016.pdf</p> <p>3) Kleinman, Arthur and Rachel Hall-Clifford. Forthcoming. Stigma: A social, cultural, and moral process. <i>Journal of Epidemiology and Community Health</i> 63(6). http://jech.bmj.com/</p>
Week 8 Oct 24 th	Culture, healers and the institutions of health	<p>Textbook, Chapter 6</p> <p>1) Bilby KM. & Handler JS. (2004) “Obeah: Healing and protection in West African slave life.” <i>The journal of Caribbean History</i> 38(2):153-183</p> <p>2) Homola S. (2006) Chiropractic: History and overview of theories and methods. <i>Clinical orthopaedics and related research</i> 444:236-242</p> <p>3) Tafur MM, Crowe & Torres (2009). A review of the Curendesimo and health practices among Mexicans and Mexican- Americans. <i>Occupational Therapy International</i> 16(1): 82- 88</p>
Week 9 Oct 31 st		Literature review on research topic/ program (submitted online)
Week 10 Nov 7 th	Socio-cultural Ecologies of disease and Illness	<p>Textbook, Chapter 7</p> <p>1) Shell- Duncan, B., McDade, 2006. The cultural ecology of Iron-deficiency among Northern Kenyan Schoolchildren. <i>Journal of Human Ecology</i>, Special issue 14: 107- 116</p> <p>2) Singer M. & Clair (2003). Syndemics and public health. Re-conceptualizing disease in bio- social context. <i>Medical Anthropology Quarterly</i> 17 (4):423-441</p> <p>3) Edberg M, Cleary S, and Vyas A. (2010). “A Model for Understanding and Assessing Health Disparities in Immigrant/Refugee Communities.” <i>Journal of Immigrant and Minority Health</i>_DOI 10.1007/s10903-010-9337-5</p>
Week 11 Nov 14 th	Cultural Constructions of Health Risk	<p>Textbook, Chapter 8</p> <p>1) Tansey J and O’Riordan T. 1999. “Cultural Theory and Risk: A Review.” <i>Health, Risk & Society</i> 1(1): 71-90.</p> <p>2) Ogunsiyi, O. O., Wilkes, L., & Jackson, D. (2007). Female genital mutilation: Origin, beliefs, prevalence and implications for health care workers caring for immigrant women in Australia. <i>Contemporary Nurse</i>, 25, 22-30.</p> <p>3) Courtney; W.H. (2000) Constructions of masculinity and their influence on men's well-being: a theory of gender and health. <i>Social Science and Medicine</i> 50 (10): 1385–1401</p>

Applying Concepts of Culture and diversity to Health Programming and evaluation		
Week 12 Nov 21 st	Culture dimensions in public health and Health Research	Textbook, Chapters 9 & 10 1) A Framework to Evaluate the Cultural Appropriateness of Intervention Research <i>Western Journal of Nursing Research</i> December 1, 2012 34: 1002-1022 <i>Last day for submitting Response Paper</i>
Week 13 Nov 28 th	Integrating cultural dimensions in Public health and Health promotion interventions	Textbook, Chapter 11 Various case studies
Week 14 Dec 5 th	Wrap up and review of final assignment	Textbook, Chapter 12 Laurence J. Kirmayer (2012) Rethinking cultural competence <i>Transcultural Psychiatry</i> 49(2) 149–164

Appendix 1

Details of Assessments

1. Class attendance and participation (25%):

Participation will be evaluated in 3 parts; attendance and contribution to class discussion; facilitation of class seminar; weekly summaries.

a) Class attendance and how much you contribute to the class discussion (5%)

Remember you have to be present in class to be able to contribute. Contribution will involve: Coming to the class prepared; initiating a question/discussion; providing necessary information or feedback; providing examples; summarizing a discussion; and encouraging others in class. You will each evaluate your participation at the end of each class.

b) Facilitation of seminar discussion (10%)

Starting from week 3, students will take turns in facilitating the seminar discussions. In the first two classes, you will select a seminar topic, based on your interests, and form groups (not more than five students in one group) for class facilitation. Each group will search for and add one scholarly paper to the readings for the selected week. This should be relevant to the learning objectives for the week. Group members should prepare at least two for each scholarly journal article for class discussion. The questions should be posted on Avenue by **12:00 noon on the Friday before the seminar**. The group will base their discussion on all the papers (including the one they have suggested).

During class, the group will provide a detailed overview of the seminar topic, based on the readings, and facilitate a discussion around the topic, based on the submitted questions.

The quality of the questions will be evaluated in terms of:

- Alignment with seminar objectives;
- Ability to link the ideas within the different readings (including the textbook);
- Degree to which the questions facilitate engagement in discussions.

c) Weekly response to seminar questions (10%):

Students will be required to access Avenue and respond to 3 questions posted by the group on Avenue. You will respond to any one question from any of the readings (you should not respond to 2 questions from the same reading). The third question will be mandatory and will be based on the textbook. These responses will be submitted in person, in class. Students will be required to submit any 5 responses. You should not complete the questions for the week you are presenting.

2. Reflection paper (20%)

One of the antecedents of cross-cultural awareness is being aware of one's own culture. This paper will help you reflect on your **individual "cultures"** in terms of ethnomedical systems and **how they may influence your health, behaviour and perception of other "cultures"/ ethnomedical systems. Based on the material covered in class** to date (and your understanding of the definitions of culture, health and ethnomedical systems and how we acquire our "cultures"), you will develop a six-page, double-spaced paper in which you will:

- Provide your understanding of what is meant by the term “ethnomedical system”;
- Use the explanation above to provide a detailed description of your ethnomedical system using illustrative examples;
- Discuss how you acquired this ethnomedical system and how it might influence your understanding of health and illness;
- Consider **one** ethnomedical system which is different from yours, and discuss the ways in which this system differs from your own system;
- Imagine you were to encounter an individual with the different ethnomedical system you identified above, reflect on what your response would be, and why you think you would react that way;
- Explain what other ways individuals within societies typically respond to “others” who seem different from themselves, and in what ways this response would be mitigated.

The paper should not exceed **six pages** (double-spaced). While this is a personal reflection, you are still expected to use the literature to support some of your thoughts (e.g. literature on how we learn our cultures would be relevant). You will be expected to use 2-3 additional sources of literature (outside the course readings) when writing this paper.

Paper due in Week 5; October 3rd in class

3. Response paper (15%):

You will write one short paper (**four pages**, double-spaced, in hard copy) in response to a **seminar topic** on which you have presented. This paper should be submitted **one week after** the seminar presentation. This will be viewed as a product of both your understanding of the literature, as well as a synthesis of your reflection on the topic, and the relevant issues that will arise during the seminar discussion.

Although creative writing is appreciated, the organization of your response paper should be guided by the following instructions:

- a) Identify one **key idea or issue** related to this seminar topic that you find most interesting or important, and elaborate on it (explain what the issue is; why you find it interesting/important).
- b) Reflect on how the key idea/issue identified in a) above contributes to your understanding of health from a cross-cultural perspective;
 - What was your *prior* understanding of the issue you have identified above?
 - In what ways do the readings and class discussions align with; or differ from your prior understanding?
 - Discuss two practical implications of your learning.

All materials used should be listed as “References” at the end of your response paper according to APA style.

Hard copies of the papers should be submitted in class and an electronic copy online.

The last day to submit the response paper is: November 14th

Research essay (40%)

Literature review (5%) Final paper (35%)

There are 2 options for the final essay: Details of the essay will be provided in class.

Option 1: Field Based paper

During week 6 you will identify an organization that works with a multi-cultural population and examine the degree to which culture is integrated in their programming. You are expected to use the theoretical tools we have covered in class to engage in an in-depth discussion on a health-related issue and an “evaluation” of the organization’s program from a cultural or cross-cultural perspective. You will identify a health issue that the organization addresses where culture is relevant, and describe the affected population (including the cultural factors relevant to the impact of the health issue). Based on the information you have gained throughout the course, and your own experiences, you will critically analyze how the program addresses cultural issues or integrates culture in designing their interventions.

Option 2: Literature based paper

Based on a review of the relevant literature, you are expected to use the theoretical tools we have covered in class to engage in an in-depth discussion on a health/aging-related issue and an “evaluation” of the programs that are addressing the issue from a cultural or cross-cultural perspective. You will identify a health/aging issue where culture is relevant (e.g. reproductive health, substance use, mental health, end-of-life, sexuality), and describe the target population, and the cultural factors relevant to the health problem. Based on the information you have gained throughout the course, and your own experiences, design a program to address the health issue you have just discussed; explain how you will address the cultural issues that contribute to the health issue.

Literature review (5%):

There will be no in-class session on October 31st; instead, students will use this time to summarise peer-reviewed literature for their final paper.

Note: The final essay requires you to consult **at least ten scholarly sources published between 2008-2017** (e.g., from scholarly journals, research reports, and/or books).

Students will search and summarise the relevant literature in a four-page, double-spaced document (identify the aspects of the topic that the different papers address) which they will **submit online** at the end of the class time on that day: October 31st at 2.30p.m.

Final Paper due on December 5th

Submit online and in KTH-226 by 4.00pm.

Some Useful Links:

Statistics Canada <http://www.statcan.ca/>

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Ministry of Citizenship and Immigration (Canada) <http://www.cic.gc.ca/english/in>

□

Health Canada http://www.hc-sc.gc.ca/index_e.html

□

Multi-Cultural Resources for Health Information
(USA)<http://sis.nlm.nih.gov/outreach/multicultural.html>

□

Cross-cultural Health Care program (USA) <http://www.xculture.org/>

□

The Centre for Cross-Cultural Health (USA) <http://www.crosshealth.com/>

□

Resources for Cross-cultural Health care (USA) <http://www.diversityrx.org>

□

Primary Care - Resource Links: Cross-Cultural
<http://medicine.ucsf.edu/resources/guidelines>

Appendix A: Leading Class Discussions

The leader of the discussion should begin with the following questions:

1. *These are the several key concepts and terms that I noticed in the reading such as Are any of these unclear to any of you? Are there any other key concepts that you noted that need to be clarified? (If one or more are unclear) Can anyone help us clarify the meaning of <problematic concept(s)>?*

Advice: Try to keep this part of the seminar to about 10 minutes. Use your discretion here. If a concept or term brought up is interesting but not central to the reading, then suggest that we come back to it if we have time. If a concept is integral to the argument (see below), you can reserve its discussion for when we get to the next step.

2. *Would any member of the class like to give us their statement on what the main argument of the author is or at least a sentence to start us off? Would anyone like to add something to what <the first person> has said? Do you agree or disagree that we have captured the key aspects of the argument?*

Advice: Try to avoid starting off with your own statement of the argument. See if you can draw it out from members of the class first. You can add some of your own understanding as the argument proceeds. As you see the discussion being finished or beginning to get into key issues arising from the argument, move to the third step.

3. *I would like now to identify some of the key issues that arise out of the reading and that we might discuss. One of these might be . . . Are there any others that we might take up?*

Advice: Your goal here is to get as many key issues discussed as is possible. Try to draw in members of the class who have not had a chance to speak. The aim here is to improve understanding of the reading, not to criticize it. If members move to critique, stop them. The discussion should then flow until members of the class are relatively satisfied with their understanding of the argument and say we will do that soon. Keep an eye on your watch or the clock. You want to reserve time for a critical discussion of the reading.

4. *With our understanding of the argument and the various issues related to the argument, we can now spend a few minutes to reflect critically on the reading. Are there any points that are particularly problematic in your understanding? Are there any points that are particularly useful or persuasive?*

Advice: Here, it is important to ensure that members of the seminar get a chance to comment on both the *weaknesses* and the *strengths* of the given reading. Don't just concentrate on the weaknesses.

(Adapted from Gale Rhodes and Robert Schaible, *A User's Manual for Student-Led Discussions*, available at: <http://www.usm.maine.edu/~rhodes/StdLedDisc.html>)